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ABSTRACT

The theory of comprehensive educational development is explored in terms of a plan for its implementation at Des Moines Area Community College (DMACC). The report first discusses the curriculum development model proposed by Taba in 1967 and identifies its curricular, instructional, and faculty development components. A rationale for a comprehensive educational development plan at DMACC follows a discussion of the current status of educational development at the college, which is characterized by unorganized efforts that result in the inefficient use of resources in the planning process, disagreement about the outcomes of curriculum development, lack of standards for development outcomes, and lack of faculty commitment to the development process. Long-range goals and objectives for educational development are then outlined, as are the following short-range activities: (1) defining the "product" of educational development, (2) establishing a structure for its implementation based on a closed-loop process of 14 suggested tasks, (3) developing strategies to marshall financial and human resources in the development process, and (4) testing this process on a pilot basis. The report concludes with a discussion of the criteria to be used in evaluating the process. Appendixes outline procedures for conducting comprehensive educational development, present a mission statement, and provide a time budget for a pilot test. (JP)

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A PLAN AND PROCEDURES

FOR

COMPREHENSIVE EDUCATIONAL DEVELOPMENT

by

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Ankeny, Iowa

1979

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I. PLANNING ASSUMPTIONS

This monograph inspects educational development from a theoretical position, reflects on its present status at the Des Moines Area Community College (DMACC), and finally, presents a plan for comprehensive educational development. The comprehensive plan includes a detailed set of procedures intended to marshall the resources of the College in a focused effort toward comprehensive development. The plan includes not only the processes of comprehensive development, but also the necessary strategy and tactics for implementing the processes. The final ingredient in the plan is the specifications for a pilot test of the plan.

A Theoretical Model For Curriculum Development

Nearly twenty years ago, Taba (1961) proposed a model for curriculum development. Many theorists in the field have proposed similar models. The major issues treated by Taba, Tyler, and others are illustrated in figure 1. If one develops curriculum for an instructional program according to this pattern,

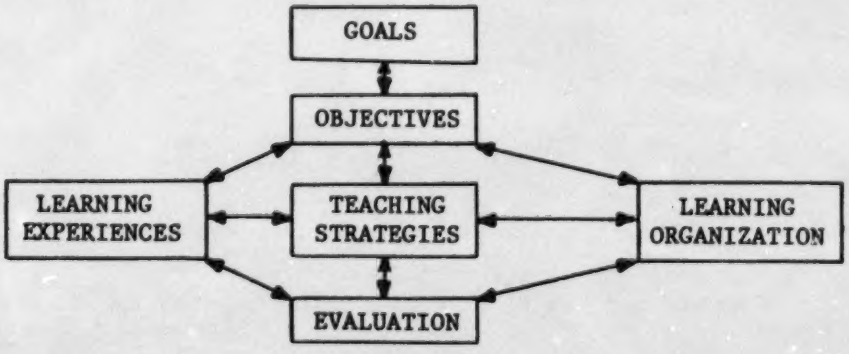


Figure 1. A Curriculum Development Model

the goals are those broad intents of the instructional program such as... "to train farm equipment mechanics for entry level employment"... or..."to instruct students in all of the necessary skills and information to enter and succeed in a program of advanced mathematics." The objectives component of the model are those educational objectives in the mold of the Bloom taxonomy: cognitive, affective, and psychomotor. Contemporary educators would even speak in terms of performance objectives at this point in the theoretical framework. The three components which follow objectives in the model are: developing the learning experiences, or instructional activities that are employed to elicit objective attainment; the teaching strategies that a teacher or instructor might employ in the course of learning experiences; and finally, the learning organization, or the manner in which the learning experiences and objectives are structured into a meaningful course of study. Finally, the model terminates with the evaluation component, which is designed to assess learning and insure the success of the components in the developmental cycle.

The curriculum development model has not lost its usefulness in contemporary education, nor has it been supplanted by any new theory. However, our penchant in contemporary educational development for specialization in the various areas has led to a very fractured approach to curriculum development. Figure 2 illustrates a contemporary perspective of the model for curriculum development. Notice that the model described earlier has been segmented into three distinct areas. These three areas represent contemporary areas for specialization in educational development.

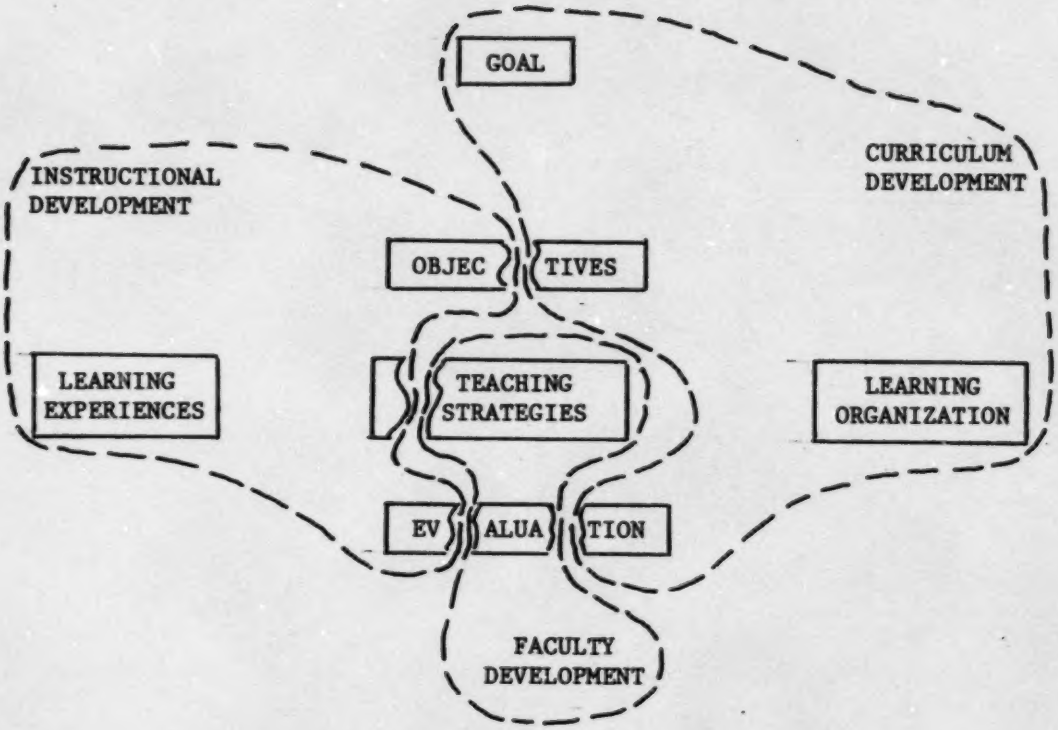


Figure 2. A Contemporary, Fractured View of the Curriculum Developmemt Model

It is important to recognize at this point that the definitions/ descriptions that are presented here represent one perspective. One of the chief impediments in the sharing and coordination of educational development activities from developer to developer and institution to institution are the lack of agreement about what constitutes or characterizes curriculum development, instructional development, and faculty development. For the purposes of this proposal, curriculum development, as a specialized area, is the determination and development of what will be taught in a program of instruction and how it will be organized into courses of study. Instructional development is determining and developing how the "what" will be taught. Faculty development is the determination and development of those competencies required by faculty/developers to develop and implement curriculum and instruction.

In the main, only very select applications of instructional systems development are illustrations of comprehensive curriculum development as suggested by the Taba model. The chief ingredient missing from most applications is the focus, interaction, and coordination necessary between curriculum developers, instructional developers, and faculty developers toward a defined common goal. The direct intent of this discourse is to propose a plan of action which would insure that these important ingredients would be included in comprehensive educational development.

The Present Status of Educational Development at DMACC and a Rationale for a Comprehensive Plan

The cover illustration for this proposal characterizes the typical faculty user of curriculum materials according to the results of a recent national survey. The faculty at DMACC can be considered to be fairly typical. With that assumption in mind, what is the status of curriculum development at DMACC in regard to filling those needs?

The general educational development situation at DMACC mirrors the contemporary picture painted earlier of specialization. The efforts are unorganized. Various service agencies within the college, such as instructional development and staff development, carry out their missions in curriculum development activities in general isolation from one another. Occasionally these agencies do coordinate and complement one another. Since no agency or plan exists to orchastrate their activities, those occasions occur only when the developmental paths inadvertently cross.

If educational development was more organized there would be a number of definite benefits to the institution. First and foremost, educational development would certainly be more efficient since the resources of the college could be brought to bear on a developmental situation at the proper time--maximizing the utilization of resources while minimizing "wallowing around" and "re-inventing the wheel". Curriculum development certainly would be more comprehensive since the college's resources could be orchastrated to deal with developmental issues in a systematic way. That is, "the whole picture" could be defined so that areas of

greatest need would receive just attention on a priority basis. Very often, instructional problems are misanalyzed to be a: 1) lack of teaching skill with the resulting perscription that the instructor needs more inservice in classroom teaching techniques when, in fact, proper analysis would reveal that the problem is really one of poor organization of the learning experiences in the course or program; 2) failure to hold the student's attention with the resulting perscription that an audio-visual presentation is needed when, in fact, proper analysis might reveal that the students were giving up because they didn't know what was expected of them. Such misdiagnosis is characteristic of a fractured approach to curriculum development such as exists at DMACC at the present time. An organized systematic approach to comprehensive curriculum development certainly would reduce the amount of duplication or misidentification of the proper direction for development.

With comprehensive development, there should be some reduction in the amount of paper work which flows through the institution and ultimately to the Department of Public Instruction with each curriculum change. With the current "band-aid approach" to curriculum development, many curriculum changes occur in isolation from each other when a comprehensive development activity would have dealt with many of these isolated changes as one comprehensive change.

A second impediment to comprehensive curriculum development at DMACC is that there is disagreement, and on occasion lack of knowledge and skills, about the outcomes and processes of curriculum development. With a concerted effort toward comprehensive curriculum development, there

would certainly be a better definition and recognition of the products and biproducts of the activities. Equally important would be the recognition by faculty curriculum developers of their roles in the process, their professional and program needs in terms of curriculum development, as well as the payoffs for a comprehensive development effort.

A third stumbling-block, at this time, is the total lack of any standards for sufficiency of the products of curriculum development: program goals, performance objectives, performance measures, course outlines, instructional materials, and documentation of the total development of curriculum and instruction. The establishment of such standards should lead to increased transportability of curriculum development products. That is, it would be easier for faculty members (both full- and part-time) to adopt/adapt curriculum materials developed by others to their requirements. This would be particularly appropriate in interprogram and cross-divisional offering situations. Developing curricula to a set of standards would also increase the ability of persons reviewing materials to prejudge the suitability of the materials for their needs.

A major benefit of comprehensive curriculum development, which resulted in a catalog (or "basic core") of performance objectives, tests, and instructor and students' materials/learning experiences, would be that a greater proportion of an instructor's planning time could be spent on developing <u>alternative</u> learning experiences or otherwise dealing with individual learning problems.

We have a growing calling from "non-traditional" students and community groups for college educational services. Many of these requests will require non-traditional methods of delivery of services (this includes instruction). A formal plan for educational development could, and should, prompt consideration for the needs of non-traditional students and the advisability of non-traditional delivery of services to meet these needs (courses by television, telenet, computer, newspaper, radio. Programs at remote sites such as the home, neighborhood center and the industrial setting).

The final obstacle to comprehensive educational development at DMACC is that faculty members do not choose to do curriculum development on a coordinated basis. Often the responsibilities of individual faculty members in the developmental process is misunderstood. The responsibility for initiating and carrying out the development is often felt or thought to be with someone else. Or, the personal priorities for faculty activities are such that curriculum development does not receive its appropriate share of the faculty member's time. Obviously, a comprehensive curriculum development plan could insure that individual roles and responsibilities would be understood and that positive reinforcement would encourage developmental activities.

One important benefit of a coordinated educational development effort would be the exposure of non-local curriculum development activities. A number of state, regional, and national agencies are engaged in curriculum development: The National Endowment for the Humanities, Center

for the Humanities, the Ohio State Center for Vocational Education, and the Mid-American Vocational Curriculum Consortium are but a few of these. A coordinated activity would enhance the chances that the maximum number of appropriate faculty on the campus could be exposed to the materials from these developmental agencies. In addition, the reference and resource location facilities of the library could be better utilized.

An organized approach would result in the responsibilities for the coordination and leadership for educational development to be defined. Such a move could only compliment and reinforce each of the other benefits.

Divergent Philosophies of Curriculum Development

Any plan for comprehensive educational development at DMACC must deal with numerous divergent curriculum development philosophies between and within the career education, adult/continuing education, and arts and sciences divisions. Certainly the input information that stimulates and feeds the curriculum development activities in each of these sectors of our curriculum are different. Earlier it was suggested that there are no standards for sufficiency of curriculum development at the college. Not only are there no standards, but the philosophies on standards are divergent. Certainly it is acknowledged that the issues of standards for sufficiency of curriculum development will be the most difficult to resolve. Those in positions of responsibility and authority must begin to deal with these issues at the earliest possible time.

II. LONG RANGE GOALS AND OBJECTIVES

Within three to five years educational development at DMACC should be systematic, comprehensive, and organized for maximum institutional impact. To that end four objectives must be met.

1. The "product" of educational development must be defined.
2. The divergent philosophies toward curriculum development issues which exist between and within adult/continuing education, arts and sciences, career education must be defined and resolved.
3. The resources (personnel and material) that can contribute in the educational development process must be identified and marshalled.
4. The procedures for performing educational development and coordinating activities must be developed and refined.

III. SHORT RANGE GOALS AND OBJECTIVES

Within the next year the basic "product" and procedures of comprehensive educational development will be defined and detailed and a strategy for implementing the procedures will be defined. To facilitate achieving these goals, a pilot test of the strategy and procedures should be conducted. Initial suggestions and courses of action follow.

1. The "product" of educational development will be defined in a basic form.

An initial proposal is that the product be twofold:

a. Curriculum materials which consist of:

1) Curriculum Guide

* program mission and goals
* description of the students
* performance objectives
* performance measures (test items) and testing programs

2) Instructional Guide

* course outlines
* learning experiences for each performance objective (both teacher and student materials)

b. faculty who are confident in their abilities to develop and use the curriculum materials

2. Basic structure and procedures of comprehensive educational development will be defined and detailed.

Roles and Responsibilities. There are essentially three classes of roles in the educational development procedures: developers; specialists and service agencies, and advisory/steering committees. The developmental activities can be performed on at least two tracks. On the first, the most common and preferred track, the bulk of the developmental work would be performed by a faculty curriculum developer(s) (most likely the program chairperson). This faculty developer would be advised and assisted by various development specialists and service agencies within and without the college as well as the program advisory committee. The second track would find the various development specialists performing most of the developmental work. On this track, various service agencies within and without the college would perform most of the developmental activities. Major decisions would still be made by the faculty curriculum developer.

Establishing Priorities. Establishing priorities for comprehensive developmental activities is at best a difficult issue. The priorities for developmental activities should be established at the lowest user level. That is, decisions regarding which curriculum development activities having the highest priority between instructional divisions will be made by the vice president of instruction while similarly the decision between departments within a division would be made by the dean, etc. In all cases, the decision-maker would be advised by an advisory committee or institutional committee such as the curriculum and instruction committee as well as the various service specialists and agencies regarding the service requirements for individual projects. The final priority structure for annual activities where support services are required should be set at the vice president's level.

Development Procedures. Any developmental activity as complex and involving as many parties as this proposed plan, requires a set of procedures to serve as a partial management tool and as a framework of communication between the parties--to let each other know what has been done, what remains to be done, and who will do it. Such a set of procedures, in rudimentary form, are outlined in Appendix A. Figure 3 illustrates the procedures in block diagram form.

This approach to educational development is task oriented rather than problem oriented. The procedures don't deal with the issue of problem identification. The questions of problem identification are mainly for management: are there really enough jobs in the market place to attract students to the program, is the recruiting program appropriate and adequate, is the curriculum and instruction suitable, etc.?

The development process is applied only after the problem has been identified as less than suitable curriculum and instruction. Then it takes on the problem solution from a wholistic rather than a patchwork perspective. The question is not "How do we fix this mousetrap?" Rather it is, "How do we build a better mousetrap?"

The pacing of these procedures are not synchronized with the on-going classroom instructional schedule. To the contrary, every effort must be made to make this process and regular instruction asynchronous. The procedures described here achieve their maximum performance when applied rigorously with influences from non-procedural issues kept to a minimum. For instance, nearly the worst situation, which is normally encountered in developmental work, is allowing the pressures of tomorrow interfere

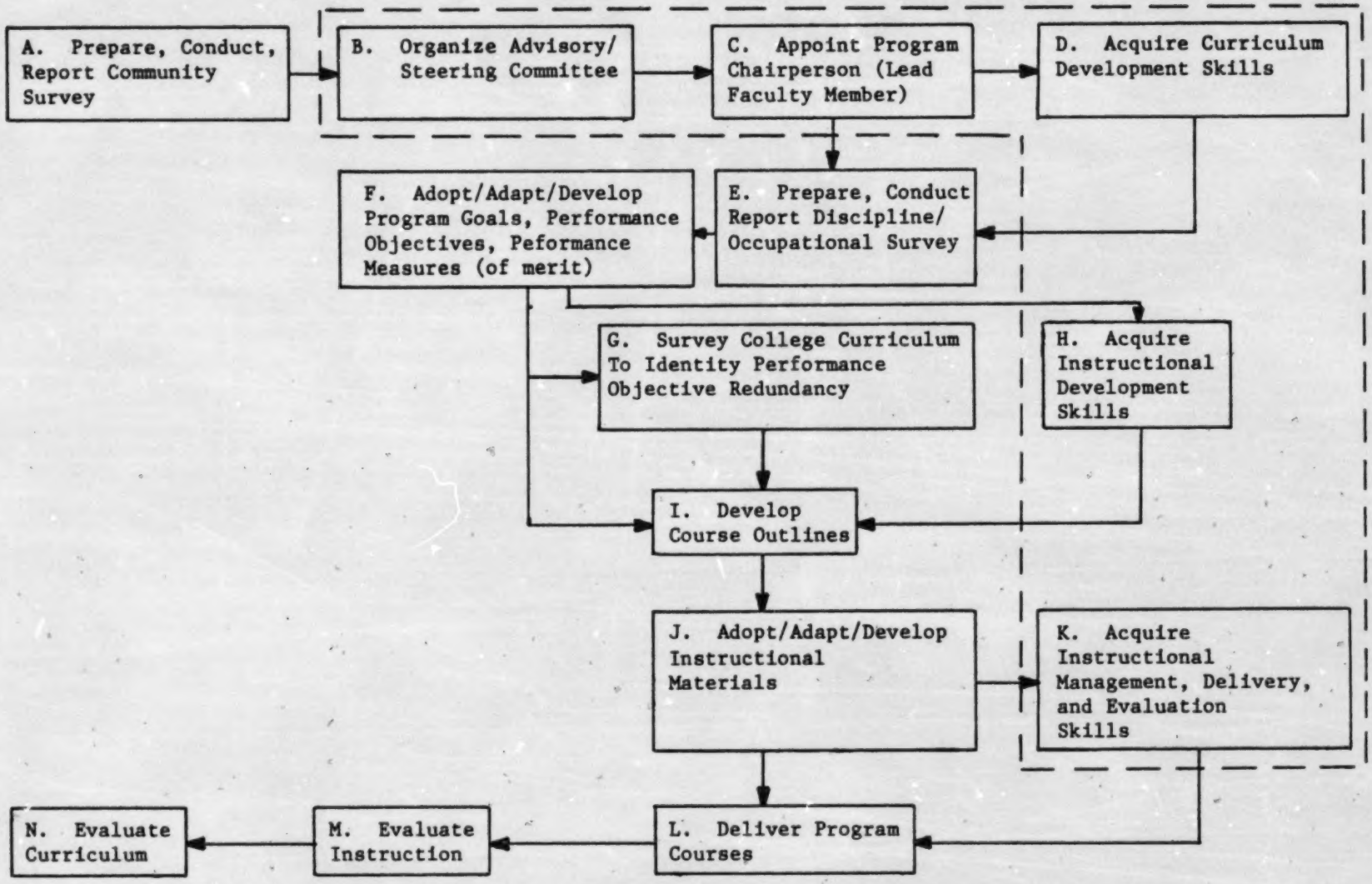

A. Prepare, Conduct, Report Community Survey
B. Organize Advisory/ Steering Committee
C. Appoint Program Chairperson (Lead Faculty Member)
D. Acquire Curriculum Development Skills
F. Adopt/Adapt/Develop Program Goals, Performance Objectives, Peformance Measures (of merit)
E. Prepare, Conduct Report Discipline/ Occupational Survey
G. Survey College Curriculum To Identity Performance Objective Redundancy
H. Acquire Instructional Development Skills
I. Develop Course Outlines
J. Adopt/Adapt/Develop Instructional Materials
K. Acquire Instructional Management, Delivery, and Evaluation Skills
N. Evaluate Curriculum
M. Evaluate Instruction
L. Deliver Program Courses

Figure 3. Procedures for Comprehensive Educational Development

with or cloud the systems approach: "I need something to use for class tomorrow. We're not quite to the point of selecting instructional materials on the educational development process, but I'll spend my development time working on finding something for tomorrow. It'll apply when I get to that spot in the developmental process anyhow."

The procedural approach to educational development advocated in this plan is a long-term approach to instructional improvement. It requires a large investment in terms of human effort. Since such an investment is required, it should not be clouded by immediate issues which will only make the process longer. In all probability, it is just the sort of logic exemplified in the scenario described above which led to the problems which are being removed. If the situation can't tolerate the long-term development cycle (in other words, if the general future of the program is in serious question), then this educational development process should not be applied.

The bottom line is that the plan and timelines for the developmental task should be set according to the task. The plan and timelines should not then be altered to deal with immediate issues in the on-going instruction. To avoid the temptation to succumb to immediate on-going instructional issues while dealing with development issues in the same work day, the two acts of activities should be asynchronous.

The educational development process in this plan is comprised of 14 major procedures which, in general, represent a closed-loop process. That is, at least theoretically, the ED process can be entered at any

procedure, given that the necessary ingredients are available to properly execute that procedure. In actual practice, the process would probably be entered at procedures B, "Organize Steering Committee", D, "Acquire Curriculum Development Skills", or M, "Evaluate Instruction," depending on the particular situation. The most likely entry point would be at procedure D, "Acquire Curriculum Development Skills," according to the following scenario.

The program chairperson of an on-going program, in conjunction with the department director, decides that the curriculum and instruction of the program are in serious need of major improvement and that the services of DMACC's educational development specialists could provide major assistance. The program chairperson and department director then propose an educational development project which, in addition to the curriculum and instruction improvement objectives, proposes 1) the use of the educational development plan and 2) how time will be made available for the chairperson and program faculty to actively undertake the project.

The proposal would then be evaluated by the division dean in light of other proposals from within the division. The proposal would then be forwarded to the vice-president of instruction for consideration. The VP would evaluate the proposal in the light of similarly proposed educational development projects. The VP would have to weigh the merits of all proposals as well as the availability of the specialists in making the decision to carry out the project.

In the event the project is approved, the educational specialist team and the program chairperson would meet to detail the project according to the procedures in the educational develcpment plan. Formal plan activities would begin at procedure D, "Acquire Curriculum Development Skills."

In the event the educational development project is an interdisciplinary task force effort (i.e., the Communications Skills Coring Project) where a need for development has been defined according to domain and scope, the plan would commence at procedure B, "Appoint Lead Faculty Member."

The developmental work (activities) should be performed by the program chairperson and faculty (or some designated faculty member). The role of the educational development specialists should be to consult: to point out ways to accomplish the many developmental tasks, recommend short-cuts, warn against pit falls, illustrate formats, recommend in choice situations, and facilitate the skill and knowledge development of the faculty and staff. The specialists may also engage in coordinating functions such as arranging for: preview of instructional materials, production of mediated materials, computer reduction of survey/evaluation data, and mailing surveys.

The educational development specialists should <u>not</u> write performance objectives and instructional materials (except as required as illustration during the faculty development activities). Curricular and instructional decisions are properly the responsibility of the academic staff. The only decisions the specialists make are 1) what advice to give, 2) how the faculty development should occur, and 3) such minor

developmental decisions as delegated by the academic staff (program chairperson, department director, dean, etc.), and then 2 and 3 are made by agreement with the academic staff.

3. A strategy for implementing the program for comprehensive educational development will be defined and detailed.

An important step in implementing a comprehensive educational development program is the identification and assignment, or procurement, of the necessary institutional resources. These resources fall into essentially three categories: administrative and peer support, staff to coordinate/ perform the work, and financial resources to underwrite the acquisition of expertise, materials, and to provide incentives. In particular, at least one staff member of the college should be assigned, as a part of the total portion of his or her responsibilities, the responsibility to serve as a specialist in curriculum development, one to serve as a specialist in instructional development, and one to serve as a specialist in faculty development. The mission and responsibilities of these individuals are spelled out in the mission statement (Appendix B). Additionally, a financial budget should be established to underwrite the costs of acquiring curriculum materials, faculty development materials, non-college expert services, and developmental incentives. All curriculum materials and faculty development materials purchased through this budget should be stored in a curriculum library for maximum utilization by the staff.

Educational development at an established institution such as DMACC is, in the main, a closed-loop systematic activity. That is, it is an ongoing process which really has no beginning and no end. Activity is initiated, or stimulated, by the motivation of the faculty or by a directive from the administration.

The most efficient and effective developmental activities occur when three factors are present. Those three factors are: 1) recognition of the needs for curriculum development and the payoffs accrued from that development; 2) that the developer must be competent in the skills and knowledge required for curriculum development; and finally, 3) the developer must choose to actually engage in a comprehensive curriculum development. Therefore, a strategy and tactics for insuring the presence of all three of these is a significant part of the plan for comprehensive educational development.

The education and training strategies are twofold. It is essential that all concerned parties must fully comprehend the goals, roles, and outcomes of curriculum development before any developmental activities progress. Second, all curriculum developer skill training must progress concurrently with actual comprehensive curriculum development.

Educational development, when it runs its full cycle, is a very lengthy process (in the neighborhood of three years for some of our two-year programs). Stretching the training program for curriculum developers over such a lengthy period of time is not the most time-efficient strategy. It is, however, absolutely essential that developmental

skills be learned immediately prior to use because of the incentive/motivation issue as well as the skill perishability issues for the trainees. This means stretching out the training program.

The entire issue of faculty development for comprehensive development is probably the most critical single issue in the relative success of any developmental endeavor. For this reason, it is recommended that staff development be directed at three different target groups.

The first target group, the instructional administration, should be given the educational package on the goals, roles, and outcomes of curriculum development with particular attention to the role of the administrator in the process. Actual skill development training should occur for those activities for which the administrator has chief responsibility.

The second target group, program chairpersons, should receive the education package with particular attention to the role of the program chairperson in curriculum development. They should receive skill development training in those activities in which they have developmental responsibility.

The faculty, the third target group, should receive the education package with special emphasis on the role of the faculty member in curriculum development. The faculty should also receive indepth skill development in their particular areas of responsibility.

The education package can be offered frequently and without particular regard to the stage of any project. However, the skill training must correspond to and be concurrent with actual developmental activities.

Finally, an absolute essential ingredient in the fundamental strategy for the successful institutionalization of this comprehensive educational development plan is human modeling. Each of the specialty components of the plan must model the desired behavior for the target developers. The faculty and their supervision must see the specialty components developed according to the procedures in this comprehensive plan.

4. A pilot test will be conducted to evaluate the plan.

The fundamental soundness of the plan should be evaluated through a pilot test. The plan outlined in the previous part of this document was rather general in its direction. A pilot test of the plan would require that each of the elements of the general plan would be defined in considerably more detail. Therefore, a pilot test would have at least two major objectives. The primary objective would be to implement the general plan: to refine the elements of the plan; and to evaluate their success. The second general objective of a pilot test would be to carry out a comprehensive educational development project using the detailed plan. The test, therefore, has two phases: 1) the detailing of the plan, procedures, and development of the faculty development component; and 2) the comprehensive development for a DMACC instructional program.

In order to test the plan under the general philosophy of comprehensive curriculum development suggested by this proposal, the candidate instructional program should have certain characteristics. The program/course should be sufficiently short in duration or learning complexity to insure a fairly rapid developmental cycle. That is, the full developmental cycle should be less than one year. The program of study should be one which would be used by a fairly large number of different faculty members (this includes part-time instructors). And finally, no attempt should be made t select a program area for pilot tests in which the program chairperson shows a particular affinity for innovation. This is particularly important since the key to a successful educational development program lies not in the interest of the participants, but in the ability of the total plan to foster positive curriculum development activity.

The required resources for such a pilot test include not only a candidate program and its program chairperson, faculty, and advisory/steering committee, but also a curriculum development specialist, instructional development specialist, and faculty development specialist on part-time temporary assignments. A large proportion of the specialists' time during the pilot test will be spent in detailing the operational procedures for the comprehensive development. The rest of the specialists' time would be devoted to normal procedural activities. The time estimates for the activities of all participants' are detailed in Appendix C.

Limited financial resources will be required to locate and acquire curriculum materials and to develop the faculty development package. Additionally, limited financial resources will be required in the development of supporting instructional materials.

IV. EVALUATION

This proposal began with the presentation of a theoretical framework for educational development. It then dealt with the present status of educational development at DMACC and a rationale for a comprehensive plan. The major thrust of the proposal was a plan for accomplishing comprehensive educational development at the college. Finally, a pilot test to evaluate the plan was proposed.

Several elements of that plan are: 1) that any educational development project should result in a set of curriculum materials which includes program/course goals, performance objectives, performance measures (tests), and teacher and student instructional materials; 2) in the interest of economy and fiscal responsibility, every effort should be made to adopt and/or adapt curriculum materials before developing new materials (obviously a certain amount of development will be required since the DMACC programs all have some unique features); and, 3) the provision for coordination of developmental activities. Most of the developmental expertise and resources already exist in our college. However, no formal focus exists for the purpose of comprehensive educational development.

The final important element in the plan is the emphasis on faculty development. The primary issue in faculty development is to raise faculty and staff priority for comprehensive curriculum development to an affirmative action level. This means making curriculum development

more important than some other personal or professional activities currently occupying the faculty members' time. Also of importance in the faculty development issue is the skill and role development of all faculty and staff who can effect the progress of comprehensive educational development.

Each of the above issues must be evaluated and revised in this final component of the plan for accomplishing comprehensive educational development. Evaluation will reveal whether the original details of the plan were appropriate and how they could be altered to improve the plan.

APPENDIX A

Procedures for Conducting

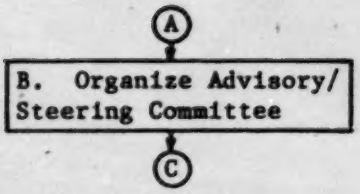
Comprehensive Educational Development

Input: Request from member(s) of the community, board of directors, or administration.

Procedures/Responsibilities: Program chairperson - none; research and development -develop and disseminate survey instrument, collect and reduce data, and analyze and report survey results.

Outputs: Community survey indicating need - employment potential, program enrollment potential, etc. The selected site(s) for program delivery (campus, campers, home, industrial setting, neighborhood center, etc.)

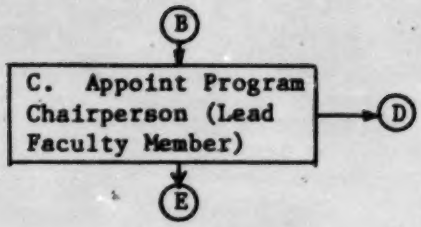
Notes: Often a community survey covers a number of program areas; this activity may be omitted in the case of a directed request for service (such as for a short course).



Inputs: Decision by the board of directors to offer a program; decision of administration to conduct cross-divisional (departmental/program) curriculum development.

Procedures/Responsibilities: Program chairperson - none; Specialist/ service Agencies - none; Advisory/steering committees - divisional administration nominates members for board approval.

Outputs: An organized advisory committee.

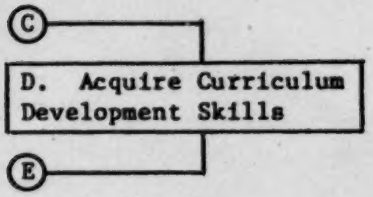


Inputs: Decision by the board of directors to offer the program; DPI certification requirements.

Procedures/Responsibilities: Program chairperson - none; Specialist/service agencies - none; Advisory/steering committees - advisory committee advises division administration which nominates individual for board approval.

Outputs: Employed program chairperson.

Notes: Activities B and C may be reversed; Activities B and C may be omitted from these procedures since they are really administrative matters for program operations and not curriculum development. In the event of an interdisciplinary task force effort, this person should be a member of the effected faculty.

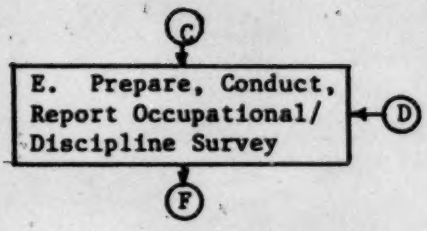


Inputs: A list of curriculum development competencies required; an untrained developer (program chairperson or other faculty).

Procedures/Responsibilities: Program chairperson (faculty) - participate in workshop to develop competence in curriculum development skills; Specialist/ service agencies - faculty development specialist to develop, facilitate, and coordinate the education and training program for curriculum development roles and skills; Advisory/steering committees - should participate in the education portion of the faculty development program to learn their role in the curriculum development process.

Outputs: Curriculum developers who are justly confident in their ability to perform curriculum development according to this plan.

Notes: On subsequent cycles of the curriculum development process, only a refresher course may be required. In some instances, no retraining or education will be required.

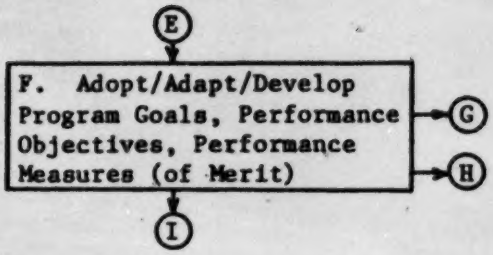


Inputs: List of possible graduate competencies, population of job incumbents, experts, job supervisors.

Procedures/Responsibilities: Program chairperson - design and develop survey instruments, analyze reduced data, and report survey findings; Specialist/service agencies - prepare, reproduce, and disseminate instrument, collect data, reduce data, and assist in other activities; Advisory/steering committees - validate the survey instrument.

Outputs: List of skills/knowledge required by program graduates (valid task inventory).

Notes: This activity can be omitted if a valid task inventory is available.

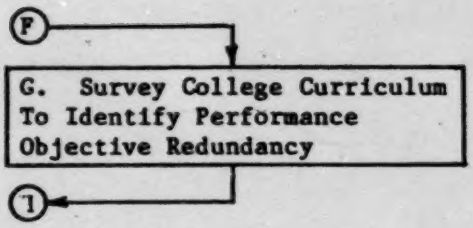


Inputs: Valid task inventory; job performance standards/competency information; instructional site; preliminary delivery system specifications.

Procedures/Responsibilities: Program chairperson - select those tasks/skills from inventory which are appropriate for inclusion in the program, develop a performance objective and performance measure for each selected skill or knowledge item; Specialist/service agencies - the curriculum development specialist will advise and assist the curriculum developer in the development of performance objectives and measures and in identifying program goals, the faculty development specialist will facilitate/coordinate the training of the developer; Advisory/steering committees - will advise on the tasks selected for inclusion in the program.

Outputs: Program goals; a draft list of performance objectives and measures for inclusion in the program.

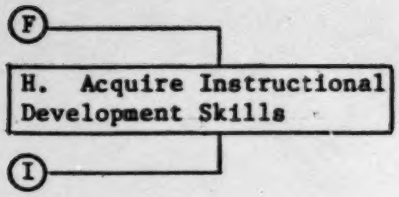
Notes: This activity is greatly reduced if performance objectives and performance measures are available from a "basic core curriculum" from some disseminator such as a publisher, state curriculum library, or regional curriculum network.



Inputs: List of performance objectives required in the program.

Procedures/Responsibilities: Program chairperson - revised list of performance objectives accordingly for optimum institutional efficiency; Specialists/service agencies - none; Advisory/steering committees - curriculum and instruction committee reviews the list of performance objectives for redundancy in other college programs and advises for optimal institutional efficiency.

Outputs: A final list of performance objectives and performance measures for the program.

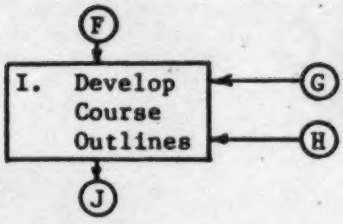


Inputs: List of instructional development competencies requires; untrained developer (faculty).

Procedures/Responsibilities: Program chairperson (faculty) - participate in a training program to gain competence in instructional development skills; Specialists/service agencies - the faculty development specialist will develop, facilitate/coordinate an education/training program for the faculty developers; Advisory/steering committees - none.

Outputs: Faculty instructional developers who are justly confident in their ability to develop instruction according to this plan.

Notes: In subsequent cycles of curriculum development, only a refresher or no training will be required.

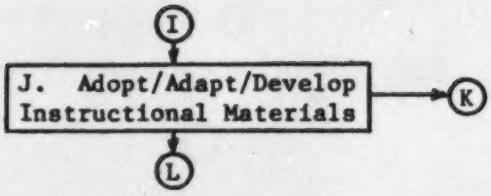


Input: Final list of performance objectives and performance measures for the program. Final delivery system specifications.

Procedures/Responsibilities: Program Chairperson - organize and sequence peformance objectives into courses of study, develop learning experiences; Specialists/service agencies - curriculum development specialist advises and assists developer in sequencing performance objectives and developing learning experiences, the faculty development specialist facilitates/ coordinates the training of the faculty developer in the necessary development skills; Advisory/ steering committees - advises on the organization of the performance objectives into courses of study.

Outputs: Course outlines (including description of the learning experiences) for all courses in the program.

Notes: The job is greatly reduced if valid learning experiences are available from some disseminator.

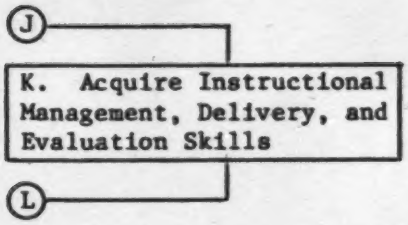


Inputs: Course outlines (with learning experience).

Procedures/Responsibilities: Faculty - develop instructional materials for the learning experiences; Specialist/service agencies - the instructional development specialist will advise and assist the developer as well as coordinate the production activities, the faculty development specialist will facilitate/coordinate the training of the faculty developer in the instructional development skills; Advisory/steering committees - none.

Output: Valid instructional materials.

Notes: The job is greatly reduced if valid instructional materials are available from some disseminator.

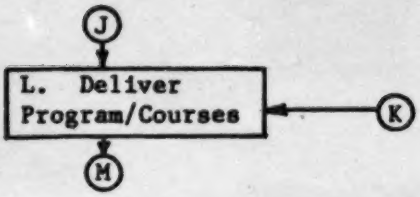


Inputs: A list of the required instructional management, instructional delivery, and instructional evaluation competencies (keyed to the curriculum materials--instructional goals, performance objectives, performance measures, and instructional materials).

Procedures/Responsibilities: Faculty - participate in and learn from an education and training program in the skills; Specialist/service agencies - the faculty development specialist will facilitate and coordinate the education and training program; Advisory/steering committees - none.

Outputs: Instructors who are able to implement and apply the curriculum and instructional materials developed to the specifications in this plan.

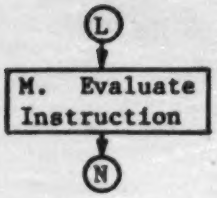
Notes: On subsequent cycles of this curriculum development process the faculty members may only require a refresher course in the skills. In some cases, no training may be required.



Inputs: Students, appropriate facilities, valid curriculum materials, and faculty members competent in the implementation and application of the materials.

Procedures/Responsibilities: Faculty - facilitate/instruct/counsel in the delivery of instruction; Specialist/service agencies - none; Advisory/steering committees - none.

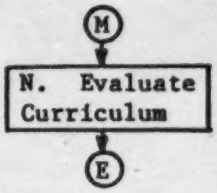
Outputs: Competent students.



Inputs: Performance measures; performance results (data); and student attitudinal data.

Procedures/Responsibilities: Faculty - analyze reduced data, revise instruction according to the findings of the evaluation; Specialist/ service agencies - reduce the evaluation data, assist and advise in the analysis; Advisory/steering committees - none.

Outputs: Revalidated or revised instruction.



Input: Student follow-up data; employer follow-up data.

Procedures/Responsibilities: Program chairperson - analyze reduced evaluation data, revise curriculum according to the findings; Specialist/ service agencies - reduce evaluation data, assist and advise in the analysis of the reduced data; Advisory/steering committees - advise on program organization and direction (goals and emphasis), the placement office should provide the follow-up data.

Outputs: Revalidated or revised curriculum (program goals and course outlines).

Notes: Loop to Activity E every four years, otherwise, go to Activity G.

Procedures not included:

1. Determining what instructional programs will merit application of this model.

2. Selection, assignment and administration of all resources (personnel and material) for full cycle of development procedures.

APPENDIX B

A Mission Statement for a Comprehensive Educational Development Function (Specialists) at DMACC

The function of the educational development component is to assist the college faculty in the efficient establishment and improvement of the curriculum and instruction. This function is rooted in three lower-order functions: curriculum development, instructional development, and faculty development. The lower-order functions are characterized by the subfunctions listed below. The requirements of all cooperating agencies and staff for curriculum development are that they must possess the necessary skills, information and positive attitudes necessary to positively carry out the comprehensive function.

1. The function must develop and maintain, by the systems approach, a current plan for forwarding its mission. This document serves as a first draft of that plan.
2. Each sub-function must develop and maintain, by the systems approach, a current plan for forwarding its share of the mission as well as the total function mission.

The Curriculum Development function must:

1. Foster curriculum development by the systems approach.
2. Foster more effective use of curriculum resources.
3. Assist faculty in developing the curriculum according to the systems approach by helping:
   a. plan and carry out community surveys/needs assessments.
   b. plan and carry out occupational surveys/discipline surveys.
   c. determine sites for instruction.
   d. develop program goals.

e. adopt/adapt/develop performance objectives and measures.

f. identify curriculum overlap/redundancy among programs.

g. develop curriculum guides.

h. plan and carry out curriculum evaluation.

4. Coordinate support services for curriculum development.

5. Provide leadership and coordination for interdisciplinary curriculum development.

6. Provide leadership for the articulation of development with the instructional development and faculty development functions.

The Instructional Development function must:

1. Foster instructional development by the systems approach.

2. Encourage and assist the development of alternative instructional approaches to course topics.

3. Encourage and assist faculty in the utilization of a variety of instructional delivery modes and systems.

4. Foster more effective use of instructional resources.

5. Assist faculty in developing their instruction according to the systems approach by:

a. helping identify needs and purposes.

b. helping delineate goals and objectives.

c. helping develop evaluation plans and adopt/adapt/develop instruments.

d. helping determine instructional strategies.

e. helping determine instructional media.

f. helping develop storyboards and scripts.

g. coordinating the production of materials with the production staffs of Media Services and other institutional services.

h. helping in the evaluation and coordinating necessary changes in the instruction.

6. Coordinating the developmental/implementational activities of the faculty with the support services of the Media Center and other supporting agencies.

7. Provide leadership for the articulation of development with the curriculum development and faculty development functions.

The Faculty Development function must:—

1. Foster faculty development by the systems approach.

2. Provide a staff development program to instill and insure faculty and staff competence in:

   a. curriculum development

   b. instructional development.

   c. instructional management, delivery, and evaluation.

3. Coordinate support services for faculty development.

4. Provide leadership for the articulation of development with the curriculum development and instructional development functions.

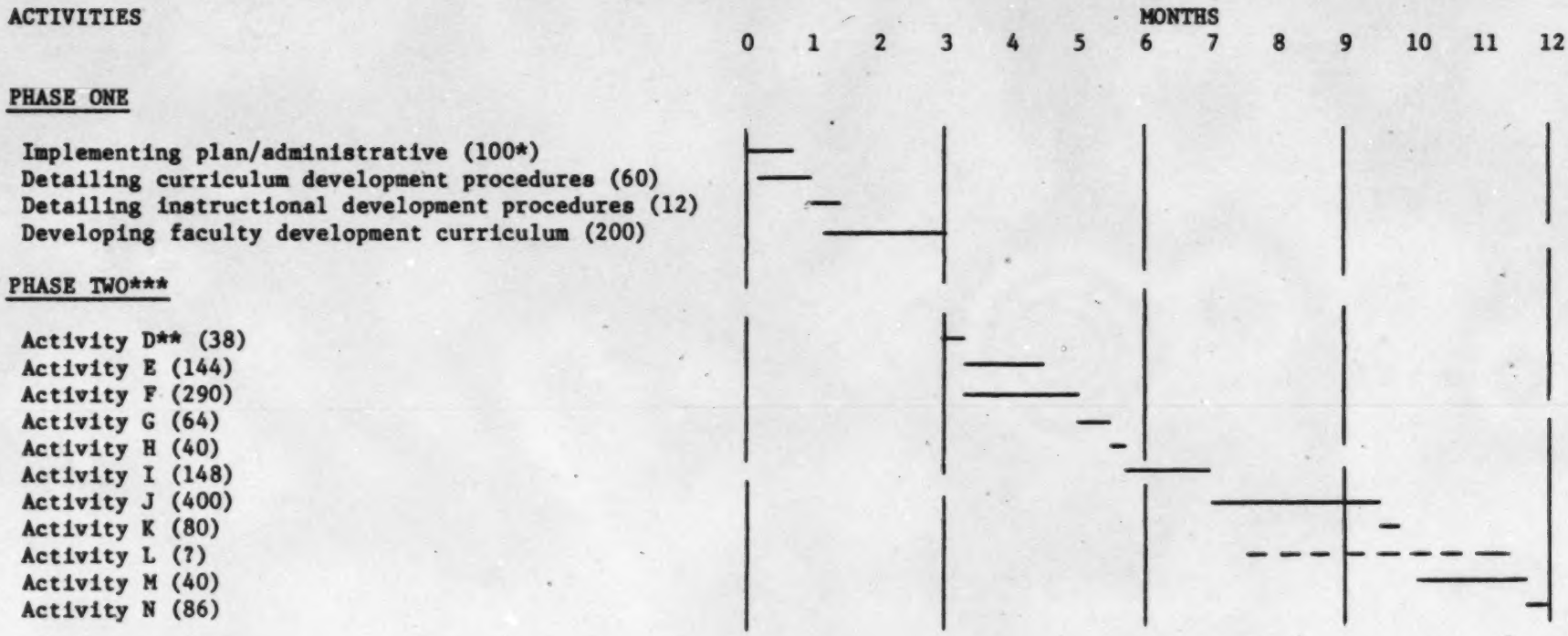
APPENDIX C

Time Budget

for a

Pilot Test

TIME BY ACTIVITY BUDGET FOR THE PILOT TEST



NOTES:

** See Appendix B

* Estimated person-hours for activity

*** For track I development (includes faculty time, specialist time, committee time, and anticipated delay time waiting for response from outside offeror); reflects some activity overlap from use of multiples in personnel; does not include activity time (Activity L)

Time estimates (person hours) for development of a 60-hour instructional program.

Phase One:			372
Phase Two:	Faculty (n = 4)	586	
	Committe (n = 5)	120	
	Specialists (n = 3)	164	870
	Waiting	480	
Total			1,242

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